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ABSTRACT

This handbook discusses the procedures of the Indiana University Southeast Reading Center that is part of a Methods of Teaching Reading II/Reading Practicum course. The handbook notes that the Reading Center operates on a diagnostic/prescriptive basis giving attention to the needs of the child in the area of language arts. After presenting a mission statement and a list of belief statements, the first section of the handbook explains the Methods of Teaching Reading II/Reading Practicum course, written assignment formats, and the procedures of the Reading Clinic. The second section of the handbook discusses Reading Center expectations, assignments to fulfill requirements for tutoring, a sample lesson plan, diagnostic assessment, and a sample log. The third section of the handbook addresses case report guidelines, the final report format, a sample case report, and a sample final report. The fourth section presents supplemental information, including a discussion of the Directed Reading Thinking Activity, vocabulary terms, student criteria for the course, a preliminary and final case report, a checklist for a good conference, a conference sheet, and the Dolch list of basic sight words. (RS)

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ED 371 336

READING CENTER HANDBOOK

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INDIANA UNIVERSITY SOUTHEAST
DIVISION OF EDUCATION
THE MISSION

THE INDIANA UNIVERSITY SOUTHEAST DIVISION OF EDUCATION FACULTY HAVE ABIDING CONFIDENCE IN EDUCATION AS AN IMPORTANT INSTRUMENT FOR ENHANCING THE QUALITY OF LIFE OF CHILDREN AND ADULTS IN OUR SOCIETY. IN KEEPING WITH THIS BELIEF, THE DIVISION PREPARES INDIVIDUALS TO ACCEPT PROFESSIONAL ROLES AS LEADERS IN TEACHING, COUNSELING, ADMINISTRATION AND RELATED CAREERS. FURTHER, THE DIVISION FACILITATES THE CAREER-LONG GROWTH AND DEVELOPMENT OF VISIONARY PRACTITIONERS IN THESE PROFESSIONS. STILL FURTHER, THE UNCOMPROMISINGLY HIGH STANDARDS OF TEACHING PERFORMANCE OF THE FACULTY SERVE AS A MODEL FOR STUDENTS, MEMBERS OF THE UNIVERSITY COMMUNITY AND THE VARIOUS CONSTITUENTS OF THE DIVISION IN SCHOOLS, ORGANIZATIONS AND AGENCIES THROUGHOUT THE INDIANA UNIVERSITY SOUTHEAST SERVICE REGION.

EDUCATORS ENGAGED IN GROWTH
DIVISION OF EDUCATION
BELIEF STATEMENTS

1. LIBERAL ARTS BASE: PROGRAMS FOR EDUCATORS SHOULD INCLUDE A STRONG LIBERAL ARTS BASE.

2. LEARNING: LEARNING AND COGNITION ARE THE FOCUS OF ALL EDUCATION AND EDUCATORS.

3. TEACHING: EDUCATORS ARE WELL-GROOMED AND KNOWLEDGEABLE IN THEIR AREAS AND THEY CHOOSE AND MODEL THE BEST PRACTICES KNOWN TO THEM IN THE SELECTION OF CONTENT AND METHODOLOGY.

4. EDUCATORS MODEL STANDARDS OF PROFESSIONALISM AND ETHICS.

5. SCHOOLS: SCHOOLS ARE COMMUNITIES OF LEARNERS AND TEACHERS.

6. COLLABORATION AND LEADERSHIP: THE SCHOOL COMMUNITY IS A MODEL SETTING FOR FOSTERING COLLABORATION IN LEARNING, AND EDUCATORS ARE IDEAL FACILITATORS OF PARTNERSHIPS AMONG SCHOOLS, PARENTS, AGENCIES AN BUSINESSES. LEADERSHIP QUALITIES ARE ALSO VALUED BY ALL MEMBERS OF THE SCHOOL COMMUNITY.

7. DECISION-MAKING: IN THE SCHOOL COMMUNITY, INDIVIDUAL AND SHARED DECISION-MAKING ARE VALUED AND EXHIBITED.

8. PERSONAL/CULTURAL DIVERSITY: IN THE SCHOOL COMMUNITY RESPECT FOR DIVERSITY IS VALUED AND CHERISHED.

9. TECHNOLOGY INTEGRATION: IN THE SCHOOL COMMUNITY TECHNOLOGY IS EXPLORED AND SUCCESSFULLY INTEGRATED INTO THE DELIVERY AND MANAGEMENT OF INSTRUCTION AND SERVICES.

10. PERSONAL/CULTURAL DIVERSITY: RESPECT AND VALUE DIVERSITY OF INDIVIDUALS, CULTURES, AND BELIEFS.

Developed by: The Division of Education, 1993

SECTION I

Explanation of E341

Methods of Teaching Reading II/Reading Practicum has been set up specifically to allow undergraduate and graduate students to work together in helping children learn. The three purposes of the Reading Center are as follows:

1. to serve as a training center for undergraduate students prior to student teaching;
2. to provide a practicum for graduate students desiring a reading endorsement or minor;
3. to provide diagnosis and correction of moderate reading problems for children.

The Reading Center will operate on a diagnostic/prescriptive basis giving attention to the needs of the child in the area of language arts, based on the philosophy that every person has the right to read and communicate and every teacher has the responsibility to be a teacher of reading and a facilitator of communication.

While the undergraduate is accountable for all "Reading Center Responsibilities" and "Course Responsibilities" as outlined in the syllabus, the focus of his attention is the CHILD -- his/her strengths and weaknesses, emotions, self-concept, successes and failures. We want this to be a happy, pleasant experience, not another link in a series of failures.

The Reading Center sessions begin during the fifth session of the course. Instructors will supervise the undergraduate students. The undergraduate students will administer Informal Reading Inventories or other oral reading tests. From the diagnostic measures and parent/child interviews, a remediation plan will be developed. The Instructor will supervise the undergraduate students and the undergraduate students will work with the children they have been assigned. Tutoring will be on a one-on-one or a two-on-one basis; however, some grade level, large group activities will be incorporated in order to foster group interaction skills.

WRITTEN ASSIGNMENT FORMATS

Assignment: Weekly Lesson Plan/Log

The lesson plan should be completed and placed in a folder provided by the instructor before class begins each night. The plan should be neatly written or typed and should reflect a complete account of the tutoring session. Each activity on the plan should be labeled to indicate the skill/strategy being developed by that activity. All plans and the daily evaluation sheet completed by the observer should remain in your PST folder. The folder should be left in room 203 each week. A second copy of the plan should be kept for your own use during the tutoring sessions.

*LESSON PLAN: Each plan should be based on an evaluation of the previous lesson and the needs of the student(s). Specifically, the plan should have 4 parts.

1. Behavioral objectives to help accomplish existing goals
2. Procedures to enable the child to reach the desired objective
3. Materials to enliven the procedure and motivate the child
4. Post lesson evaluation: analysis of strengths of the child and of the lessons; what to retain; what to avoid

LOG

This should contain the most important points of what actually happened during the tutoring session from the child's point of view. This information should include attitudinal, informational, and formational changes.

It would be well to note comments made by the child with reference to books, reading, interests, and hobbies. The log should be very helpful to you in completing your post lesson evaluation. Logs should be completed nightly after tutoring sessions.

*Lesson plans should reflect the use of the Barnell Loft Series (1), the computer (2), the language experience approach (2), reading log/journals and the Cloze or Maze technique. No published worksheets, please.

Assignment: Case Report

For a detailed description of this major project see "Case Report Component," Section 3, of this manual.

IUS READING CLINIC PROCEDURES

MATERIALS	Clinic materials may not be taken home; place sheet of paper with name and date inside box to reserve materials for the following week; return materials to proper place each week.
MANILA FOLDERS	A file should be kept for each child in the Reading Clinic containing some of the following materials: school summary sheet, interest inventory, parent interview form, test information, samples of work, other pertinent information
AUDIO-VISUAL	Request forms are provided; requests for equipment should be made two weeks in advance of need. Teams using the same room may mark on 1 form.
BREAK	Children may be given a 3 - 5 minute break. Do not use vending machines. Use of the elevator is reserved for those who have a physical disability.
ROOMS	Each team has an assigned room. Teaching is to be done in this room; however, any activity (such as testing or listening to tapes, etc.) which requires a quiet place may be done in other available space, with the exception of the faculty lounge. All rooms used by the team are to be left in good condition.
PICK UP & RETURN	Parents or designee will remain at IUS during Clinic hours. Undergrads will meet their child outside of HH202 each week and escort the child to the assigned classroom. They will return the child to the same location one hour prior to end of class and release the child only to the parent or the persons designated by the parent in writing at the first clinic meeting.
REWARD SYSTEM	Devise some system for encouraging your child(ren) to enjoy free reading during the next eight weeks. Explain the purpose to him, set a goal, develop a check system, and most importantly establish a reward (MOTIVATION!).
COMPUTER USE	The computer should be used at least two times during the semester. Use those in Room 204 when available. Sign up in advance to reserve computers and software. To check out software sign the card in the front pocket of the manual which accompanies the disk, place card in envelope, and return card to manual when software is returned.
BARE BOOKS	Every child in the Clinic will be given a Bare Book for recording/compiling his writing experiences. Undergrads are encouraged to use the Bare Book nightly by incorporating language experience approach, poetry, creative writing, letter writing, etc, into the nightly plan.

SECTION II

Reading Center Expectations

Everyone is expected to be **ON TIME** for class and tutoring sessions and to have completed the day's lesson plan.

Place lesson plans next to you as you tutor.

If you are unable to attend a tutoring session, your lesson plans must be sent to class so someone else can teach your lesson. If there is terrible weather - disregard this. The instructor would rather you (or someone in your family who might be bringing the plan) be safe than to have your plan!

If the student of an undergraduate tutor is ill, that undergraduate is expected to spend the time observing other IUS students as they tutor (not planning, not talking, not taking a break). This will be noted on the Tutor's Evaluation.

The undergraduate should keep the names, addresses, parents' names and phone numbers of the child(ren) s/he has been assigned. The undergraduate must also obtain the school's name and address.

Prior to the first night of Tutoring, the undergraduate student should call the parents of the child to be tutored. Remind the parent(s) of the day and time that Tutoring begins. Remind them of the interview and of the policy that states they are to remain on campus during the tutoring sessions. (Note: any extra information that can be gained from this phone call will shorten the time you will need during the interview; this will allow you even more time to diagnose your assigned child).

The undergraduate will conduct a parent interview the first night of tutoring to obtain pertinent information about the child. Be sure to note allergies and persons legally responsible for bringing/picking up their child.

The undergraduate will write a case report and follow the prescribed format. The body of the case report should be no more than three (3) pages.

For satisfactory course credit, rough draft and final draft deadlines must be met.

Instructor will notify class of case report deadlines.

Remember: Class lasts three hours. You are expected to arrive on time and remain until class is dismissed. Additional preparation time is required outside of class time.

EVERYONE IS RESPONSIBLE FOR MAKING THE READING CENTER A CHEERFUL, FUN PLACE TO BE, ESPECIALLY FOR THE CHILDREN.

Assignments to Fulfill Requirements for Tutoring

1. Interest Inventory - Develop one that is attractive, enjoyable, and informative. Administer it during the first session with the child.

2. Reward System - Devise some system for encouraging your child(ren) to enjoy free reading during the next eight sessions. Explain the purpose to him, set a goal, develop a check system, and most importantly establish a reward (MOTIVATION!) Provide instructor with a one page written description of your system. List other ideas for the future in you wish.

3. Cloze-Maze Test - Select reading material that you feel is appropriate for use with your child(ren). From that material choose a passage and develop a cloze/maze test. Administer the activity and analyze the results. Was the material really suitable to that child's reading level?

4. Develop a list of games/activities/experiences that parents may want to use with their child(ren) to motivate/improve reading. Use research and your own creative ideas. Make a copy of this list for your child's parents to include in the appendices. Remember: parents are critical partners to the child in helping him/her develop interest and skill in reading.

5. Design an appropriate and motivational use of a Reading Log/Journal for your student. (What sections will you include in your log? i.e., vocabulary, reactions, ideas for writing, free reading, lists/comments, etc.)

Each of the activities described above should be developed for use with your child(ren) in the Reading Center. Each of these assignments is to allow you an opportunity to demonstrate your proficiency in each of the above techniques/strategies.

S A M P L E
LESSON PLAN

NAME (Undergraduate)_____ LESSON PLAN #_____

(Child)_____ DATE_____

GOAL (over-all, long-range, exiting objective):

_____

_____

BEHAVIORAL OBJECTIVE FOR TODAY:

_____

_____

_____

MATERIALS:	T	PROCEDURE:

NOTE: Enter this form on a floppy disk. Word process all plans.

To be completed after assessment and placed in folder

INDIANA UNIVERSITY SOUTHEAST
READING CLINIC
DIAGNOSTIC ASSESSMENT

Undergraduate _____

Child: _____

Strengths:

_____

_____

_____

Diagnostic Assessment:

_____

_____

_____

Weaknesses:

_____

_____

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_____

Notes Pertaining to Diagnosis:

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Additional Findings:

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S A M P L E
LOG

NAME_____ Log #_____ Date_____

Comments by Evaluator:

Comments by Clinician:

Notation on: Skill Development; Attitude; and Behavior.

Other Relevant Details:

SECTION III

CASE REPORT GUIDELINES

The Role of the Undergraduate:

Every undergraduate is to complete a formal Case Report on the Child(ren) s/he tutors in the IUS Reading Center. Only the prescribed "Final Report" will be accepted. (See attached sheet.) The purpose of this format is to clarify for the undergraduate the style and content expected. All deadlines are indicated on the "Course Calendar." Undergraduates are accountable for all revisions in all three final copies if revisions are necessary. The "Criteria Sheet for the Case Study" should accompany the preliminary and final copies.

EVALUATION OF CASE REPORTS WILL BE BASED ON A 75 POINT SCALE. THE PRELIMINARY CASE WILL BE WITH 50 POINTS WITH CRITERIA INDICATED ON THE "FINAL EVALUATION CHECKLIST." PLEASE NOTE THAT THERE WILL BE AN AUTOMATIC 10 POINT DEDUCTION FOR ANY DEADLINE MISSED AND A 3 POINT DEDUCTION FOR EACH TYPOGRAPHICAL ERROR ON THE FINAL REPORT. THE FINAL CASE SUBMISSION IS WORTH 25 POINTS. THE INSTRUCTOR RESERVES THE RIGHT TO ALTER ANY EVALUATION COMPLETED BY GRADUATE STUDENTS/INTERNS.

FINAL REPORT

Indiana University Southeast
Division of Education

Reading Clinic

Child's Name _____ Date of Report _____

Address _____

Birthdate _____ Male____ Female____ Age_____

Present Grade Placement _____

Semester and year of instruction in Reading Center

_____

Center Teacher (s)

_____

Report sent to:
Principal _____

_____

Conference held with parent(s) or guardian(s):

_____ _____
Name Date

CASE REPORT

INDIANA UNIVERSITY SOUTHEAST

DIVISION OF EDUCATION

READING CENTER

MARY ANN SMITH

DAVIS PARK ELEMENTARY SCHOOL

GRADE 3

REPORTED BY: BETTY JONES

NOVEMBER 30, 1992

This is an example. **For reference use only!**

FINAL REPORT

Indiana University Southeast
Division of Education

Reading Clinic

Student's Name: Mary Ann Smith Date of Report: 11/30/92

Address: 803 Vermont Ave., New Albany, IN 47150

Birthdate: 7/8/84 Age: 8 Present Grade Placement: 3

Semester and Year of Instruction in Clinic: Fall, 1992 Center Teacher: Betty Jones

Report sent to: Michael Adams, Principal, Davis Park Elementary School

Conference held with parent: Name: Margaret Smith Date: 12/7/92

I. INTRODUCTION

Mary Ann Smith attended the Indiana University Southeast Reading Clinic for the fourth time in the fall of 1992. Mary Ann's second grade teacher referred her to the clinic due to difficulty with comprehension skills and phonic skills.

Mary Ann is a bright and cooperative student. She is willing to take part in activities and is anxious to please. She is very expressive and is a highly motivated student. She likes music, reading and art. She enjoys joke books and mystery books. Mary Ann has a wonderful sense of humor. She collects dog and cat posters. Her favorite kind of dog is the Dalmatian.

Student's Strengths in Reading:

1. Knows 220 Dolch Words on Dolch Word List.
2. Enjoys reading.
3. Expresses herself well.
4. Highly motivated, attentive, and detail oriented.
5. Positive and enthusiastic toward reading.
6. Effectively uses context to get word meaning.
7. Enjoys reading orally and independently.
8. Can compose an oral report from mapping skills.
9. Can form a rough draft and sequence it.
10. Comprehends what has been read.

Student's Weaknesses in Reading:

1. Reads too fast.
2. Substitutes words when reading orally.
3. Is easily distracted when being read to.
4. Uses many facial and hand movements while reading orally.

II. STUDENT'S READING DATA

Test Given	Date	Result
Dolch Basic Sight Vocabulary	10/5/92	220 Words 3.0
Burns and Roe Reading Inventory	10/5/92	3.0 Independent 4.0 Instructional 5.0 Frustration
Burns and Roe Reading Test, Graded Passages, Form C	10/12/92	3.0 Independent 4.0 Instructional 5.0 Frustration

III. CENTER PROGRAM SUMMARY

Mary Ann has a tendency to read too fast. This is part of the reason that she has problems with comprehension skills. If Mary Ann is interested in the material, whether orally or silently read, then she is not easily distracted. However, it is sometimes hard for Mary Ann to stay on task if the material is not interesting to her. It helps if she selects her own reading materials.

The main focus of instruction at the Clinic was on comprehension skills, research skills, phonics skills, and encouraging a positive attitude toward free reading. A specific set of instructions for each book report was given to develop Mary Ann's comprehension skills and instructional skills. This helped Mary Ann to read at a slower pace. A specific set of questions were presented to her to answer about the book she read. From those questions, Mary Ann did her mapping. From her mapping circles, Mary Ann gave her oral report. Reading Comprehension Activity Cards were used as an activity for comprehension skills. The bare book was used to develop her research skills. Mary Ann prepared a mapping sheet, developed word lists, and prepared a rough draft for her bare book. Mary Ann wrote her version of The 101 Dalmatians Go To The Beach in her bare book. Words at Work: Suffix Sense, with games such as Babe In The Woods, Rory's Root, and The Hip Ele-Gator developed Mary Ann's word building skills on the computer. Prime Time: Vowels II was used to develop Mary Ann's phonics skills.

A reward system, "Help The 101 Dalmatians Get Home," was developed to encourage free reading. The 101 Dalmatians needed to get home to Perdita and Pongo. In order for the puppies to get home, Mary Ann needed to read a book of interest each week for nine weeks. Each time that Mary Ann read a book of interest, she placed a Dalmatian on the part of the pathway leading to home. Mary Ann read a total of nine books, so the puppies made it home. She was awarded a 101 Dalmatian notebook and coloring book.

IV. RECOMMENDATIONS

After completion of various types of activities during the Clinic, it became apparent that Mary Ann is a student who will benefit from different types of activities involving reading. She works well in a one-on-one situation and especially enjoys hands-on activities. She enjoyed games and working on the computer. Mary Ann was especially successful with the Language Experience Approach.

Specific recommendations are:

1. Use a tape recorder to record Mary Ann's reading. Let her listen to her reading to correct her own errors.

2. Read stories aloud to Mary Ann. Ask her to answer comprehension questions about sequence of events, main idea, details, cause and effect, and inference. According to Mary Ann's Interest Inventory, she enjoys reading about cats and dogs.

3. Use modified Cloze and Maze techniques.

4. Utilize the Language Experience Approach with Mary Ann. Ask her to compose a story, then allow her to orally read the story.

5. Reinforce reading skills by using hands-on activities such as board games.

6. Use computer and computer software to develop Mary Ann's comprehension skills.

7. Encourage Mary Ann to take her time and read with a constant and stable voice.

8. Use a reward system to encourage independent reading. The Interests Inventory revealed that small rewards having to do with cats and dogs can be used to motivate Mary Ann.

9. Have taped cassette stories and a tape recorder available in the room so that Mary Ann can hear the correct rate at which to read a story.

10. Use computer games to reinforce phonetic skills. <u>The Prime Time Vowels II</u> approach to practice phonics would definitely help Mary Ann.

(NOTE: E341 Students: You may use only five of these. Create your own additional recommendations.)

V. PARENT RECOMMENDATIONS

1. Expose Mary Ann to adapted versions of classic pieces of children's literature by reading them aloud or taking turns reading.

2. Enroll Mary Ann in an Indiana University Continuing Studies program.

3. Get a library card for Mary Ann and allow her to choose books that are of interest to her.

4. When reading aloud to your child, occasionally omit one word and ask her to supply the correct word.

5. Provide an opportunity for Mary Ann to see you read often. This will reinforce the idea that reading is an enjoyable and fulfilling experience. Read to Mary Ann on a daily basis.

6. Allow her to take part in community reading programs or book clubs, especially during the summer.

7. Take Mary Ann to museums, zoos, plays, and concerts. Afterwards, have her write a story about the experience.

8. Set home reading goals for Mary Ann and keep them posted on the refrigerator so that she can see how well she is doing.

9. Turn off the TV and have a daily reading time.

10. Allow Mary Ann to read easy books to develop fluency and increase her enjoyment for reading, along with her self-confidence.

11. When Mary Ann reads more difficult material like text books, she should use the SQ3R Method. The SQ3R Method will help Mary Ann to develop her reading and studying skills.

The SQ3R Methods:

a. Survey-read only the headlines, captions and summaries.
b. Question-ask Who, What, When, Why and How questions about what you surveyed.
c. Read-read to find the answers to your questions.
d. Recite-write and study the answers to your questions.
e. Review-re-examine all your notes.

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SECTION IV

Supplemental Information

DTRA - Directed - Reading - Thinking - Activity
Structured reading activities, in which students are involved in making predictions about the purposes for reading

Onomatopoeia - Word sounds (i.e. "Buzz")

Imagery - Painting pictures with words (i.e. comparing fog to a cat as it creeps along)

Alliteration - Repetition of initial sounds in consecutive words or words in close proximity

Portfolios - systematic collections of student work in reading and writing

DEAR - Drop Everything and Read (Sustained Silent Reading)

Emergent Literacy - The reading and writing behaviors of young children that precede and develop into conventional literacy

SQ3R - (Survey, Question, Read, Recite, Review) a strategy used with Social Studies, Science, etc. texts

Whole Language Philosophy - Whole selections are used for instruction rather than isolated skills; reading, writing, listening, and speaking are integrated and interdependent

auditory discrimination - Ability to distinguish one sound from another

Collaborative/Cooperative Learning - Students with varying abilities working together to solve a problem or complete a project

Guided Practice - Attempting to move students gradually to a point where they can use strategies independently

Narrative Text - Text written primarily to entertain

Expository Text - Text written primarily to inform

Visual discrimination - The ability to distinguish one visual form from another

Vocabulary Terms

Name_____

Define:

Sight Words - Words that appear most often in print

Word Analysis Skills - Methods used in identifying words

Context Clues -Identifying a word because a definition, explanation, restatement, example or contrast appears within the sentence; clue imbedded in text that helps readers identify unknown words.

Structural Analysis -Using prefixes, suffixes, inflectional endings and base words to identify words and decode their meanings

Vocabulary Development - Growth in the knowledge of word meanings

Literal Meaning - Ideas explicitly stated in reading

Inference - Use of ideas explicitly stated and intuition in forming hypothesis

Evaluation - Arriving at judgment by comparing ideas from reading with external criteria

Word Recognition - Identifying a word either by sight or by applying word attack skills

Configuration Clues - Identifying a word by its shape

Phonetic Analysis - Association of sounds with consonants and vowels

Interest Inventory - a survey or questionnaire of a student's favorite activities

Readability - An objective measure of the difficulty of printed material

Reading Levels - The degree of difficulty or the ease of student reading of a particular passage as indicated by the terms Independent, Instructional, Frustration and Capacity

Vocabulary Terms

Name_____

Informal Reading Inventory - An informal assessment in which the child reads graded passages orally and silently, followed by a comprehension check test designed to determine student's Independent, Instructional, Frustration and Capacity reading levels

Cloze Procedure - A technique for use in selecting materials to meet the needs of students by presenting the student with a passage in which every Nth word is deleted and asking the child to fill in the blanks using the correct word according to the proper context of the sentence

Vocalization - Saying the words while reading silently; can be slight vibrations in the throat muscle

Omissions - Pupil omits words, phrases or letters as he reads

Insertions - Pupil adds words which are now present in the sentence

Substitutions - Pupil substitutes one word for another when reading

Inversions - Reading words from right to left instead of the normal left to right sequence (letters may be reversed d for b or p for g; words reversed may read "was" for "saw"

Repetitions - Re-reading words or phrases

Independent Level (Free Reading) - Comprehension over 90% (Miller 95%); pronounces 99 out of 100 running words; reads rhythmically; no tension

Frustration Level - Comprehension under 50%; pronounces less than 90% of words read; tension; reads hesitantly; approximately 50% of all school children read at this level

Instructional Level - Teaching level; comprehension over 90% (Miller 75%); mispronounces less than 5 words in 100 running words; no tension; reads rhythmically

Kinesthetic Approach - a method of teaching reading which combines the sense of touch, hearing and seeing (also called tracing method)

Reading/learning styles - The modality (modalities) through which a given student learns best and/or prefers.

Vocabulary Terms

Name_____

_____

Reading - Getting the meaning of something written or printed by interpreting its characters or signs

Prescription - The act of suggesting a procedure to alleviate or remedy a problem

Corrective Reading - Work done with the less seriously affected cases of deficiency in reading

Self-instruction - Learning on one's own

Diagnosis - The act of discovering the strengths and weaknesses of a person

Developmental Reading - Reading as normally taught to groups of children in terms of their development from grade to grade as they pass through the school system

Critical Reading - Use of such processes as questioning, judging, evaluating, and perceiving relationships

Self-Concept - A person's habitual way of seeing himself

Follow-up Program - Program in which the student is brought back into the remedial reading classroom for only one-half or one-third of the amount of time he spent in it during the time of more intensive tutoring.

Prior Knowledge - The experiences, vocabulary, ideas one brings to textual materials or (anything else); what someone already knows about a topic.

Experience Base - The experiences one has had in life.

Schema Theory - The theory that supports the idea that readers often come to textual materials with prior information, sometimes much information and sometimes only a few bits of information. Either way, the reader has some background information to which he can relate he new information he is about to learn.

Thematic Instruction - Instruction in most or all subject areas that is based on a given theme or idea. Ex. Reading/language, math, science, social studies concepts and strategies can be taught based on the theme of Oceans, Animals, Dinosaurs, etc.

Interdisciplinary Approach/Integrated Approach - An approach to teaching/learning that breaks the barriers between subject areas. Large blocks of time can be spent in the learning process since each subject area is not allotted a given amount of time each day.

Submit on _____
Date

Name _____

Student Criteria for E341

The IUS Student:

1.	Selects a variety of materials that are appropriate for child's reading abilities and interests	3	2	1
2.	Is well prepared for tutoring sessions (i.e. uses selected materials effectively, having previewed and practiced prior to tutoring sessions.)	3	2	1
3.	Administers tests in accurate, professional manner	3	2	1
4.	Writes objectives and lesson plans to remediate identified weaknesses.	3	2	1
5.	Shows evidence of ongoing diagnosis.	3	2	1
6.	Appears to be putting forth a great deal of effort with a positive, professional attitude	3	2	1
7.	Has established rapport with the tutoree and his/her parent	3	2	1
8.	Uses standard grammar appropriately when speaking with children as well as with peers and the supervisor.	3	2	1
	TOTAL	_____		

Student must self-rate using an X
Supervisor will circle the final scores.

Preliminary Case Report
and
Final Case Report

Re-submit this same form with Final Case Report

Criteria Sheet for the Case Report

The Case Study:		Rating		
1.	Includes a front cover page form and all parts of the body of the case study as described in the "Format for Case Report" and "Evaluation Checklist."	3	2	1
2.	Correctly reports and analyzes test data. Contains no sweeping generalizations.	3	2	1
3.	Includes a well written bibliography.	3	2	1
4.	Provides recommendations that are suitable to further accomplish established goals.	3	2	1
5.	Contains no awkward sentences.	3	2	1
6.	Is grammatically correct. Wording sounds professional, but not jargony.	3	2	1
7.	Is word processed and has a professional appearance.	3	2	1
8.	Contains no spelling/typographical errors	3	2	1

Preliminary Score
raw score x 2 = Total

Final Score
raw score x 1 = Total

This should be placed inside the cover page of the final copy of the case study.

Student must self-rate using an X.

Supervisor will circle the final scores.

Preliminary Case Report = 50 pts.
Final Case Report = 25 pts.

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Check List for a Good Conference

1. Make careful preparation. Use a check sheet of skills.
2. Have an informal setting; establish rapport; set a time limit.
3. Begin on a positive note; encourage parents to talk; listen attentively.
4. Develop an attitude of mutual cooperation.
5. Encourage suggestions from the parent and use these as a springboard for action.
6. Summarize points covered. Take notes.
7. End on a positive note.

Some possible points of discussion . . . . .

CONFERENCE SHEET

NAME_____

PARENTS PRESENT----------GUARDIANS---------- DATE_____

CHILD'S STRONG POINTS:

personality
peer relations
favorite subject or hobby

SOME CUTE, FUNNY, INTELLIGENT THING THE CHILD HAS SAID OR DONE

ACADEMIC PROGRESS:

SHOW SAMPLES OF WORK
MAKE SUGGESTIONS OF WHAT CAN BE DONE
ASK FOR SUGGESTIONS AS TO WHAT THEY CAN DO
DISCUSS WEAK POINTS OPENLY
GRADING SYSTEM (IF NOT KNOWN)

HOME SITUATION:

LISTEN TO PARENTS ABOUT CONDITIONS AT HOME WITH REFERENCE TO STUDY HABITS, EATING HABITS, SLEEP HABITS, ETC.

SOLUTIONS:

DISCUSS WHAT THE SCHOOL AND THE HOME CAN DO TOGETHER
SUGGEST A CHECK LIST OF WHAT PARENTS CAN GO OVER IN ORDER TO HELP

SUMMATION:

DECISIONS;

NOTE: The above are merely suggestions. When using this in your own classroom, compile your own outline so that you do not forget various points with some parents; try to cover the same points with all parents, unless completely unnecessary for same particular child.

BASIC SIGHT WORDS -- DOLCH LIST

PRE-PRIMER

can
come
find
go
help
I
it
me
see
up
you

II

a
and
blue
for
here
in
is
look
make
play
red
run
thank
the
this
to
us
we
will
work

III

away
be
big
down
funny
have
he
jump
little
made
may
no
not
wants
what
with

PRIMER

about
all
am
an
are
bring
brown
but
cold
came
called
did
do
eat
every
from
gave
get
give
good
green
had
her
his
into
kind
laugh
like
must
my
new
of
old
on
one
our
out
pretty
put
ran
ride
said
saw
she
so
some
take
tell
they
three
too
very
was
went
who
white
yes
your

1ST READER

after
again
as
ask
ate
best
buy
could
cut
fast
going
got
has
him
how
if
just
know
let
many
much
now
open
over
please
read
say
show
sit
sleep
soon
stop
then
there
today
two
walk
well
were
when
where
wish

SECOND (1)

any
always
around
because
been
before
better
carry
clean
does
don't
fall
far
first
five
found
four
grows
hurt
keep
long
myself
never
once
only
or
own
pick
pull
right
round
shall
sing
small
ten
their
these
think
those
together
try
under
use
washes
why
yellow
would

SECOND (2)

black
both
done
drink
hold
start
warm
which

THIRD (1)

by
eight
full
fly
off
six
seven

THIRD (2)

hot
light
draw
goes
its
upon